



In accordance with EYFS Statutory Framework,  
Safeguarding and Welfare requirements





## EYFS Statutory Framework, Safeguarding and Welfare requirements:

3.2. Providers must take all necessary steps to keep children safe and well. The requirements in this section explain what early years providers must do to: safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.

### Intent

The intent and purpose of this visit is to look at the quality of provision and teaching; to think about 'what is it like for a child here'; and to ascertain how children are being supported in their learning and development. In addition we will ensure that the childminder is compliant with the Safeguarding and Welfare requirements of the EYFS. Every childminder will receive at least one Quality Assurance visit per year of registration.

### Implementation

This visit will consist of discussion with the childminder and with parents where possible, observation of early years quality practice, evidence of reflective practice and scenarios.

### Impact

All of the above are to ensure compliance, support for personal and professional growth and to enable reflective practice to enable progression of the childminder's business and to embed exceptional early years practice.





## Our competencies:

### Passion

- You love being with children, have a great sense of fun, and are committed to bringing the best out of every child
- You are excited about running your own business with tiney and determined that it will succeed
- You love learning, pick up new things quickly, and reflect on how to keep improving

### Professionalism

- You are well organised and communicate in a professional manner
- You are able to think creatively, adapt and solve problems
- You are patient, proactive and positive

### Partnership working

- You are totally trust worthy and reliable
- You want to be a part of the tiney community and share and learn with other home leaders
- You promote inclusion and challenge prejudice, and are excited to work in partnership with a diverse range of families

### The right home environment

As well as all that, you have the right environment for a home nursery:

- A safe and welcoming space where you can set up the resources and facilities that children need to play, learn and rest
- Children will love and adapt to different kinds of environments (cosy or vast, modern or traditional, structured or relaxed!)
- You might have outdoor space; if not, you have a park or green space nearby where children can play. And you're happy to be outdoors with children in all weathers!

<b>Name</b>	Shukura Ama
<b>Registration number</b>	TY0421006
<b>Address</b>	Enter postcode
<b>Date of visit</b>	18/05/2022
<b>Name of Quality Inspector</b>	Sarah Read and Amy Terrey
<b>Date of registration</b>	19/04/2021
<b>Number of children on roll</b>	4
<b>Number of children in attendance during visit</b>	3
<b>Registered assistants on site</b>	0
<b>Evidence of any previous actions being met</b>	Yes

## Grading

### Quality of education – [ Outstanding ]

Quality of education is outstanding. Shukura has developed a provision that is inspiring for children who attend. Children are supported in a wide range of engaging activities and experiences that enable them to thrive and develop in all areas. Experiences consistently promote an air of awe and wonder in the children, for example when examining bugs and slugs in the garden.

Shukura knows the children in her care incredibly well, she communicates with parents to ensure that she understands their interests and provides activities that will engage the children through their interests and therefore support their development effectively. She consistently links conversation and play to children's interests and allows children to take the lead in conversation and play promoting sustained shared thinking. Children are given time to explain their thoughts.

Vocabulary acquisition is a key strength in the setting. Children are taught and encouraged to use new vocabulary through conversation and play. Shukura repeats younger children's speech, modelling sentences or repeating key words.

There are no children with EAL attending the setting at present but Shukura was able to speak about how she previously supported a child previously, learning some words in her language and how she developed really well in the time she was with her.

Support for children across all areas of learning is strong. For example, Mathematical

language is used consistently, gross motor skills are supported through a range of appropriate equipment in the garden. The stepping stones are a favourite and Shukura uses these to support perseverance, balance, counting and turn taking. Shukura has an excellent understanding of child development and 2 year checks are well written and show a clear knowledge of children's developmental level and their character. Conversation flows naturally - Shukura allows children to talk about themselves and tells them about herself too - enabling them to understand about others in the world and developing early skills in empathy.

### **Personal development – [ Outstanding ]**

Personal development is effortlessly promoted by Shukura because she understands all the children's characters and uniqueness. Children are emotionally secure within the setting. Shukura understands their characters and interests. When we arrived one child was a bit shy and hid - Shukura was very quickly able to engage them in an activity and enable him to continue to feel comfortable and confident with others. Shukura knows what children are interested in and are good at and helps them to develop in these areas. This is also documented in termly reviews that are shared with parents. Independence is promoted with children - they are able to get their own water from the dispenser in the fridge. They talk about how older children can come home from school on their own and how they will be able to do this when they are older. Children have their own toothbrushes and are keen to brush their own teeth. Children are supported to take managed risks in their play - they are able to jump and roly-poly. Shukura reminds them not to do it when she's not there. Shukura makes use of everyday activities and experiences to support children's personal development. For example Shukura extended learning and related to the child's family and culture when a child mentioned Kenya. Explained his dad was from Kenya and it was hot as it's in Africa.

### **Behaviour and attitudes – [ Outstanding ]**

Shukura's approach to supporting children's behaviour is sensitive and understanding. Gentle behaviour reminders are given, which enable children to understand what they can do and explaining why they shouldn't do certain things, for example, reminders are given to ensure children keep themselves safe. Children respond well to this approach and behaviour in the setting is really good. Shukura uses different behaviour strategies depending on the children's ages and development - playful distraction, gentle reminders and redirection for the younger child. Offering reflection and guidance and explanations for the older child. Shukura recently attended a training webinar and has used her new found knowledge in this area to resource her setting and implement strategies from the training. Children in the setting play well together, one child arrived later and she was welcomed by both children. One child showed her the photographs they were sharing and collected a dolly for her to push in the pushchair.

### **Leadership and management – [ Outstanding ]**

Shukura is highly reflective, she knows what she does well and areas to develop. She has a strong desire to develop and grow as a practitioner and as a business owner. She consistently accesses additional CPD and training opportunities and consistently uses what she has learned from these sessions to develop her practice. She is very well organised, she understands the EYFS exceptionally well and ensures that she has everything in place in her setting to maintain compliance and to ensure that children learn and develop effectively in a safe environment.

Shukura thinks carefully about the needs of the children that she cares for and ensures that her setting is appropriately set up and resourced for them.

Shukura shares information effectively and appropriately with parents and other settings that children attend. For example she has created her own document to share with teachers about a child's development (Look what I can do book) as he transitions to school.

### **Social and emotional well being – [ Outstanding ]**

Attachments are exceptionally strong. Shukura understands the children very well and meets their needs enabling children to feel safe and secure within the environment.

Shukura understands how individual children learn and supports these characteristics when providing opportunities for children to play, explore and learn.

Learning is consistently supported through everyday experiences, conversation and resources that are set up.

Children are never forced to do things, Shukura uses language such as 'when you're ready', enabling children to feel relaxed and unpressured within the environment. The environment supports children to make choices, plan and become autonomous learners.

### **Overall effectiveness – What is it like for a child here?**

The environment is relaxed, well resourced and full of fun meaning that children have opportunities to engage in a wide range of different experiences and feel safe to take appropriate risks and give things a go. Shukura's sensitive approach and knowledge of the children means that they can be themselves and celebrate their uniqueness. Children have an abundance of opportunities to communicate with Shukura and with each other meaning that their language and vocabulary acquisition is outstanding.

### Areas of strength

- Shukura's deep understanding of the children in her care
- Shukura's sensitive but fun approach to supporting children's care and learning
- Shukura's commitment to continued professional development and her ability to reflect on her learning and implement what she has learned in her setting
- The range of experiences, based on children's interests, that are available within the setting

### Areas for further professional development

- Continue to reflect on, and develop practice (keep doing what you're doing)!

### Safeguarding

Safeguarding is effective. Shukura is fully compliant. She understands her responsibilities around safeguarding and child protection and knows what to do if she is concerned about a child in her care.

The setting is risk assessed and secure enabling children to play and explore safely.

Actions from previous QA / compliance visit	Action met? Yes / No	Comment / Actions / Recommendations
Gripper to be placed under mat by back door	Y	Mat has been removed

Actions	Recommendations	Date of completion





## Key features of tiney home nurseries:

- ✓ A home-from-home
- ✓ Small ratios and strong, loving relationships
- ✓ A highly personalised approach for each child
- ✓ Regular book club and community events
- ✓ Daily outdoor learning and home-cooked meals to keep children fit and healthy
- ✓ Humour, fun, songs and stories
- ✓ Child-led playful learning
- ✓ A learning environment set up to give children choice and build their independence
- ✓ Irresistible learning opportunities that develop a deep love of learning
- ✓ Rich conversation and exploration, which builds children's confidence and creativity
- ✓ Sensitive support for children's emotional development and a focus on building resilience

All of our tiney homes are different, but **all offer brilliant learning resources, creativity and the freedom to play and explore.** Our community love coming together to share ideas for their homes and the activities they do inside (and outside!) them — both by chatting on the app, and increasingly getting together in real life too.

tiney